



## Tigerville Elementary

25 Tigerville Elementary

Taylors, SC 29687

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	325 Students	
<b>Principal</b>	Regina M. Urueta	864-355-4610
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

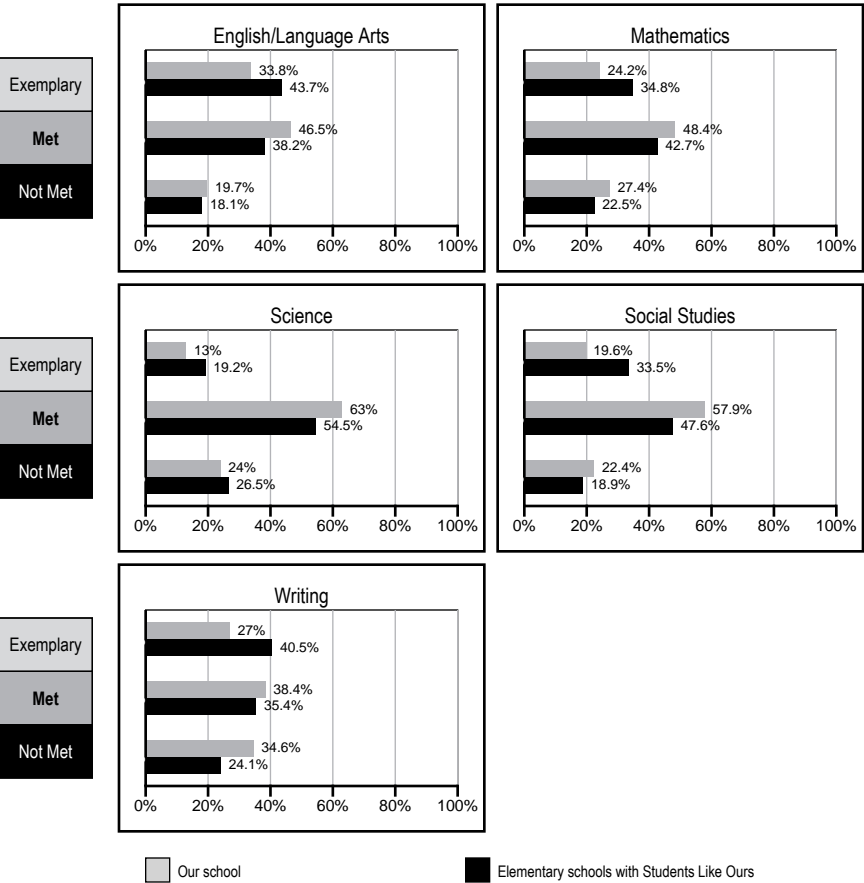
93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	28	40	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=325)</b>				
First graders who attended full-day kindergarten	96.5%	Down from 98.0%	100.0%	100.0%
Retention rate	2.2%	Down from 2.7%	1.8%	1.9%
Attendance rate	96.0%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	8.8%	Down from 9.7%	14.2%	10.0%
With disabilities other than speech	14.5%	Down from 15.4%	7.4%	7.7%
Older than usual for grade	0.7%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	64.0%	Up from 42.3%	61.2%	59.4%
Continuing contract teachers	88.0%	Up from 80.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 90.5%	88.6%	85.9%
Teacher attendance rate	95.1%	Up from 94.6%	95.2%	95.1%
Average teacher salary*	\$46,698	Up 6.1%	\$47,701	\$47,149
Professional development days/teacher	16.5 days	Down from 20.3 days	11.2 days	11.1 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 88.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,005	Up 5.1%	\$6,951	\$7,458
Percent of expenditures for instruction**	61.1%	Down from 61.5%	69.2%	68.8%
Percent of expenditures for teacher salaries**	57.2%	Up from 56.9%	62.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed by all stakeholders at Tigerville. Yearly, the plan is revisited, updated, and changed to meet the needs of the students. Teachers, parents, administrators, and community members set school goals that correlate with Greenville County Schools' Education Plan: Goal 1, Raise the Academic Challenge and Performance of Each Student; Goal 2, Ensure Quality Personnel in all Positions; Goal 3, Provide a School Environment Supportive of Learning; Goal 4, Effectively Manage and Further Develop Necessary Financial Resources; Goal 5, Improve Understanding and Support of Public Schools.

During the 2008-09 school year, a before-school tutoring program was provided and instructional materials were purchased to assist students scoring in Below Basic in ELA, Math, Science, or Social Studies on PACT. A State Department course was provided for all staff members focusing on "Teaching All Kinds of Minds." Focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas. Specific instruction was then given to the students on a weekly basis.

PTA and SIC members worked closely with the school to evaluate the programs that were utilized for academics and character education. Discussions and cooperative planning between the two parent groups was phenomenal and is working to benefit all students in the school. "Disabilities Awareness Day" continued through volunteer assistance from these parent/school groups.

Our mission to provide quality educational experiences tailored to meet the individual needs of students is constantly revisited by staff members, parents and community volunteers. We believe learning must include instruction that is aligned with state standards, integrated, and includes opportunities for the use of technology and writing. The instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our students. A variety of assessments inform our instruction—MAP testing, rubrics, benchmarks, observation, peer and student evaluations, and learning style needs. Our school has a community atmosphere in a bright, child-centered facility with high expectations, supportive administration, and a highly qualified and collegial staff. We envision a school with mutual respect, responsibility, and cooperation among the home/school community, where the curriculum meets the needs of all students and the environment is safe and inviting to all.

Becky Tucker, SIC Chairperson  
Regina Urueta, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	57	43
Percent satisfied with learning environment	100.0%	94.7%	95.2%
Percent satisfied with social and physical environment	100.0%	94.7%	95.3%
Percent satisfied with school-home relations	100.0%	86.0%	86.0%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	170	100	19.7	46.5	33.8	88.5	84	82.8	Yes	Yes
<b>Gender</b>										
Male	99	100	22.7	39.8	37.5	87.5	80.8	79.3	N/A	N/A
Female	71	100	15.9	55.1	29	89.9	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	159	100	19.6	47.3	33.1	89.2	89.5	89.5	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	72.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	42.9	45.2	11.9	69	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	83	100	23.9	49.3	26.8	84.5	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	170	100	27.4	48.4	24.2	83.4	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	99	100	25	44.3	30.7	83	79.6	77	N/A	N/A
Female	71	100	30.4	53.6	15.9	84.1	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	159	100	26.4	49.3	24.3	83.8	87	87.2	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	66.3	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	40.5	40.5	19	76.2	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	83	100	39.4	43.7	16.9	77.5	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	111	100	24	63	13	76	71.3	67.5
<b>Gender</b>								
Male	64	100	25.9	57.4	16.7	74.1	70.8	67
Female	47	100	21.7	69.6	8.7	78.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	102	100	22.6	66.7	10.8	77.4	79.5	79.5
African American	5	I/S	I/S	I/S	I/S	I/S	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	32	100	N/AV	N/AV	N/AV	57.1	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	55	100	31.1	60	8.9	68.9	57.5	55.1

**Social Studies**

All Students	113	100	22.4	57.9	19.6	77.6	75.7	72.3
<b>Gender</b>								
Male	59	100	21.8	49.1	29.1	78.2	75.1	71.5
Female	54	100	23.1	67.3	9.6	76.9	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	107	100	23.5	56.9	19.6	76.5	81.7	80.7
African American	3	I/S	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	30	100	20.7	65.5	13.8	79.3	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	53	100	34	57.4	8.5	66	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	171	100	34.6	38.4	27	65.4	72.9	70.2	96	96.5
Gender										
Male	98	100	36	40.4	23.6	64	66.4	63.2	96.3	96.4
Female	73	100	32.9	35.7	31.4	67.1	79.7	77.5	95.7	96.5
Racial/Ethnic Group										
White	158	100	34.2	39.6	26.2	65.8	80.5	79.1	96	96.3
African American	7	I/S	I/S	I/S	I/S	I/S	57.1	57.6	97.1	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	95.3	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.3	62.6	93.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	42	100	55	35	10	45	28.4	26.1	96	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.5	61.2	94.3	97.2
Socio-Economic Status										
Subsidized meals	81	100	42.3	40.8	16.9	57.7	58.8	58.9	95.3	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	58	100	27.8	37	35.2	72.2
	4	54	100	22	50	28	78
	5	58	100	9.4	52.8	37.7	90.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	58	100	48.1	29.6	22.2	51.9
	4	54	100	18	54	28	82
	5	58	100	15.1	62.3	22.6	84.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	29	100	46.2	30.8	23.1	53.8
	4	54	100	18	72	10	82
	5	28	100	12.5	79.2	8.3	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	39.3	39.3	21.4	60.7
	4	54	100	14	68	18	86
	5	30	100	20.7	58.6	20.7	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	58	100	53.7	29.6	16.7	46.3
	4	55	100	37.3	35.3	27.5	62.7
	5	58	100	13	50	37	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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